

# Parent Involvement Overview

Federal Grants Management  
Federal Programs Conference  
September 29, 2005



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# Title: Parent Involvement Overview

Programs, activities, and procedures for the involvement of parents/guardians must be implemented in order for a district to receive a Title I allocation. This workshop will discuss how parental involvement must include participation of parents in ongoing and meaningful communication about students' academic learning and other school activities.

# Agenda

- Overview of NCLB requirements
- District & Building responsibilities
- DESE web page
- Listserv



# Administrative Manual

## CONSOLIDATED FEDERAL PROGRAMS

Missouri Department of Elementary and Secondary Education

### The No Child Left Behind Act of 2001 (Public Law 107-110)

Title I.A Improving the Academic Achievement of the Disadvantaged

Title I.C Education of Migrant Children

Title I.D Prevention and Intervention Programs for Delinquent and At-Risk Students

Title II.A Training and Recruiting High Quality Teachers and Principals

Title II.D Enhancing Education through Technology

Title III Language Instruction for Limited English Proficient and Immigrant Students

Title IV.A Safe and Drug-Free Schools and Communities

Title V Innovative Programs

Title VI.B Rural Education Initiative

**Administrative Manual**  
**July 2005**

- DESE
- July 2005
- <http://dese.mo.gov>

# Non-Regulatory Guidance



**Parental Involvement:  
Title I, Part A**

*Non-Regulatory Guidance*



April 23, 2004

- U.S. Dept. of Education
- April 23, 2004
- <http://dese.mo.gov>
- <http://www.ed.gov>

# NCLB Definition

...the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;

- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and



- that other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement).
- *Section 9101(32), ESEA*

# Synthesis of Research

“the evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement in and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.”

# Studies have found...

that students with involved parents, no matter what their income or background, are more likely to—

- earn high grades and test scores, and enroll in higher-level programs;
- pass their classes, earn credits, and be promoted;
- attend school regularly; and
- graduate and go on to postsecondary education

# District & Building Responsibilities



# Reports and Notices

“in an understandable and uniform format and, to the extent practicable, in a language the parents can understand”



# One percent rule

**“Each district with a Title I allocation over \$500,000 must reserve at least one percent of its allocation for parent involvement that includes promoting family literacy and parenting skills.”**



# Parent Involvement Policy

- Required by NCLB
- Developed with parents
- Distributed to participating children
- Approved by local Board of Education



# The policy components

Should involve parents in the process of program evaluation and review of achievement data

- Assist Title I schools to plan and implement more effective parent involvement activities that will result in improved student and school performance
- Achieve coordination with other existing parent involvement programs





Conduct with parents an annual evaluation of this policy's content and effectiveness in improving academic performance, including identifying and alleviating barriers to greater parent participation (especially those who are economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and revise policy accordingly.



# School Parent Involvement Plan

- each Title I building must jointly develop with and distribute to parents of participating children a written parent involvement plan.
- updated periodically to meet the changing needs of parents and the school
- format and language readily understood by parents and district personnel.



# Required components

- 1. Strategies for Involvement**
- 2. Shared Responsibilities for High Student Academic Achievement**
- 3. Expanding Opportunities for Parent Involvement**



# 1. Strategies for Involvement

- annual meeting to inform parents of their school's participation in Title I
- explain Title I requirements, and explain parents' right to be involved
- offer a number of meetings at various times and, if necessary, use Title I funds to provide transportation, child care, or home visits as these services relate to Title I parental involvement
- involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I



- provide parents of participating children:
  - timely information about Title I programs
  - an interpretation of the school's annual performance report
  - an explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet
- if requested by parents, regular meetings to formulate suggestions and to participate, when appropriate, in decisions relating to the education of their children
- timely responses to the suggestions made by parents that have been offered in the meetings



## 2. Shared Responsibilities for High Student Academic Achievement

- Each participating Title I building must jointly develop with parents a school-parent compact.



### 3. Expanding Opportunities for Parent Involvement

- Provide assistance to Title I parents to understand Show-Me Standards, MAP, & how to work with teachers
- Coordinate programs, i.e., Reading First, Head Start, PAT



- to the extent appropriate and feasible, provide parent resource centers and opportunities for parents to learn about child development and child rearing issues
- provide other reasonable support for Title I parental involvement activities as requested by parents





## **Federal Programs Parent/Guardian Notification**

**No Child Left Behind (NCLB) requires notification to parents/guardians when any of the following situations exist in a district receiving Federal funds.**

1. Districts must annually disseminate Federal Programs Complaint Resolution Procedures to parents/guardians of students and appropriate private school officials or representatives.
2. At the beginning of each school year, a participating school district must notify the parents/guardians of each student attending a building that receives Title I funds that they may request, and the district will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers and any paraprofessionals providing services to their child.
3. A building that receives Title I funds must provide all parents/guardians notice that their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher or a person who is not appropriately certified.
4. When a school is identified for School Improvement, the district must notify the parents/guardians of all children in the identified Title I building of its School Improvement status. Yearly updates are provided to parents with available options until the building is no longer identified for improvement.
5. Within thirty days after the beginning of the school year, a district must inform parents/guardians that their limited English proficient (LEP) child has been identified for participation in a language instruction educational program.
6. Parents/guardians of students enrolled in a persistently dangerous school, or students who are victims of violent criminal offense while on school property, must be notified of their option to transfer their student to a school that is not designated persistently dangerous.

*(From the Missouri Consolidated Federal Programs Administrative Manual, January 2005)*

- # Parent Notice Requirements

<http://dese.mo.gov/divimprove/fedprog/grantmgmnt/>

- A tour of PI on the Federal Programs page





## Grants Management

Some of the following files are in PDF format. [A note about downloading PDF's.](#)



### [DESE Web Login Request Forms](#)

### Federal Programs Conference

September 27-29, 2005

Tan-Tar-A Resort, Osage Beach

[Conference Brochure](#)

### [Submissions for Parent Involvement Activities](#)

#### Consolidated Application

- [Consolidated Application](#)
- [Application Instructions](#)
- [Administrative Manual Updated-8/12/05 Page 52](#)
- [Local Education Agency \(LEA\) Plan](#)

[2004-05 Nonpublic Workshop  
Presentation](#)  
(09-2004)

[NCLB Q & A](#)  
(08-2004)

[Impact of the new Title I  
Requirements on Charter Schools](#)  
(08-2004)

[Grants in Education Presentation](#)  
(08-05-04)

[ParaPro Assessment Instructions](#)  
(09-12-03)

[School Improvement Schedule](#)  
(6-01-03)

#### 2005 Grant Application Forms

- [Title I Part A Nonpublic Consultation & Part. Form](#)
- [Title I Part A Neglected School Children Form](#)
- [Title I Part D Delinquent School Children Form](#)
- [Title I Part D Delinquent Institution Program Plan](#)
- [Title II & IV Non-Public Participation Form](#)
- [Title III Part A Non-Public Participation Form](#)

#### Parental Involvement

- [Federal Programs Required Notification](#)
- [Parental Notification Letters](#)
- [School Parental Involvement Plan](#)
- [School-Parent-Student Compact](#)

#### No Child Left Behind

- [No Child Left Behind  
Legislation and Guidance](#)



## Consolidated Application

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- [Staff Contact Information](#)

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4. When a school is identified for School Improvement, the district must notify the parents/guardians of all children in the identified Title I building of its School Improvement status. Yearly updates are provided to parents with available options until the building is no longer identified for improvement.
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6. Parents/guardians of students enrolled in a persistently dangerous school, or students who are victims of violent criminal offense while on school property, must be notified of their option to transfer their student to a school that is not designated persistently dangerous.

*(From the Missouri Consolidated Federal Programs Administrative Manual, January 2005)*

# **Federal Programs Parent/Guardian Notification**

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## Parental Notification Letters

Some of the following files are in PDF format. A note about downloading PDF's.



- [Federal Programs Complaint Resolution Procedures](#)
- [Teacher and Paraprofessional Qualifications - Parents' Right to Know](#)
- [Notification Regarding Teacher Certification - Parents' Right to Know](#)
- [Building Identified for School Improvement](#)
- [Limited English Proficient \(LEP\) Identification](#)
- [Persistently Dangerous School/Criminal Offense Victim Transfer Option](#)

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### School Parental Involvement Plan

In addition to the district parent involvement policy, each Title I building must jointly develop with and distribute to parents of participating children a written parent involvement plan. The plan must be updated periodically to meet the changing needs of parents and the school, and be in a format and language readily understood by parents and district personnel. If the building already has a plan for involving all parents, that plan may be revised to meet the federal requirements.

The written plan must address all of the following requirements.

#### Strategies for Involvement

Each building must:

- hold an annual meeting to inform parents of their school's participation in Title I, explain Title I requirements, and explain parents' right to be involved
- offer a number of meetings at various times and, if necessary, use Title I funds to provide transportation, child care, or home visits as these services relate to Title I parental involvement
- involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the school parental involvement plan and the development of the schoolwide plan
- provide parents of participating children:
  - ⊙ timely information about Title I programs
  - ⊙ an interpretation of the school's annual performance report
  - ⊙ an explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet
  - ⊙ if requested by parents, regular meetings to formulate suggestions and to participate, when appropriate, in decisions relating to the education of their children
  - ⊙ timely responses to the suggestions made by parents that have been offered in the meetings
- include comments from parents of participating children who find any aspect of the schoolwide plan unsatisfactory when it is submitted to the school district.

#### Shared Responsibilities for High Student Academic Achievement

As a component of the school-level Title I parental involvement plan, each school participating in Title I must jointly develop with parents of participating children a school-parent compact. The compact will outline how parents, the entire school staff, and students will share the responsibility for improving student achievement and describe how the school and parents will build and develop a partnership to help children achieve the Show-Me Standards.

The school-parent compact must:

- describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment

# School Parent Involvement Plan

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*(The numbered italicized items are examples; your committee may develop their own.)*

*(10/04)*

**(Name of School Building)'s  
(Grade Level)  
SCHOOL-PARENT-STUDENT COMPACT  
(School Year)**

*(Name of building)*, and the parents of students participating in Title I.A activities, services, and programs, agree that this compact outlines how the entire school staff, the parents, and the students will share the responsibility for improved student academic achievement.

**School Responsibilities**

*(Name of building)* and its staff will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Show-Me Standards as follows -
  1. *Retain highly qualified principals and teachers,*
  2. *Provide instruction, materials, and high quality professional development which incorporates the latest research, and*
  3. *Maintain a safe and positive school climate.*
- Hold annual parent-teacher conferences to -
  1. *Discuss the child's progress/grades during the first quarter,*
  2. *Discuss this compact as it relates to the child's achievement, and*
  3. *Examine the child's achievement and any pending options at the end of the third quarter.*
- Provide parents with frequent reports on their child's progress as follows -
  1. *Weekly packet from the classroom teacher,*
  2. *Monthly suggestions from the classroom teacher,*
  3. *Mid-quarter report mailed from the school, and*
  4. *Quarterly grade cards/reports sent home by the school.*
- Be accessible to parents through -
  1. *Phone calls or person-to-person meetings,*
  2. *Scheduled consultation before, during, or after school, and*
  3. *Scheduled school or home visits.*

# School-Parent - Student Compact

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[Parents As Teachers](#)

[Helping Your Child Learn Mathematics](#)

[Practical Parenting Partnership](#)

[Helping Your Child Learn Science](#)

[ParentLink](#)

[Helping Your Child with Homework](#)

[National PTA](#)

[Helping Your Child Succeed in School](#)

[PTO Today](#)

[Helping Your Child Become a Responsible Citizen](#)

[The Missouri PIRC](#)

[Tips for Parents on Keeping Children Drug Free](#)

[Helping Your Child Become a Reader](#)

[Reading Tips for Parents](#)

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